

SECTION G-I: SCORING RUBRIC**Idaho 21st Century Community Learning Centers Grant Program****APPLICATION SCORING SHEET (RUBRIC)**

Applicant _____

Identifier # _____

Team: **A B C D**Reader #: **1 2 3 4**

Directions: For proposals serving a single school building population, indicate whether or not the individual funding priorities are met. For cooperative proposals involving more than one school building, at least 80% of the school buildings to be served must meet an individual funding priority in order for the cooperative to receive the points for that priority.

PART 4 — ABSOLUTE AND COMPETITIVE PRIORITIES

| | Does Not Meet Criteria | | | | Meets Criteria |
|---|------------------------------|--|--|--|-------------------|
| Maximum Possible Points: 25 | | | | | |
| Documentation is provided that the program will target students and family members of those students who attend schools that were eligible for 2004-2005 Title I schoolwide programs or at least 40% of the building students qualified for free or reduced cost meals in 2004-05. For cooperative proposals involving more than one school building, over 50% of the school buildings meet the absolute priority. NOTE: If an applicant or consortium does not meet the absolute priority, the application will not be considered for funding and will be returned. | 0 | | | | 10 |
| Documentation is provided that the program targets students attending schools identified for 2004-2005 as in need of improvement under Title I. | 0 | | | | 5 |
| Documentation is provided that the application is submitted jointly by at least one school building benefiting from 2004-2005 Title 1, Part A funds and at least one public or private community-based organization. The partnership is described, if appropriate, or a waiver with documentation is provided that the applicant(s) are unable to partner with a CBO within reasonable geographic proximity. | 0 | | | | 5 |
| Documentation is provided that the program will target students who attend schools that have an extreme poverty rate (60% or more of the building students qualified to receive free or reduced-cost meals in 2004-2005). | 0 | | | | 5 |
| TOTAL POINTS—ABSOLUTE & COMPETITIVE PRIORITIES (25 Maximum Possible) | | | | | |

PART 5 — NEED

| | | INADEQUATE (Information not provided) | WEAK (Lacks sufficient information) | MARGINAL (Requires additional clarification) | GOOD (Clear & complete) | EXCELLENT (Well conceived & thoroughly developed) |
|----|---|---|---|--|-----------------------------------|---|
| | Maximum Possible Points—20 | 0-4 | 5-8 | 9-12 | 13-16 | 17-20 |
| A. | The results of a community needs assessment is provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| B. | The lack of community services to address identified needs is documented. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| C. | Documentation of the factors that place students at risk (e.g., economic, health, safety, special needs) is provided, with substantiating data to support each. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| D. | Documentation of the academic needs and the need for academic support outside of the regular school day is provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| E. | Description of how the proposed project will improve student achievement and remedy the risk factors for each target population is provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| F. | Total (20 Points Maximum Possible) | | | | | |
| G. | Sub-Total Calculation | Sub-Total _____ ÷ 5 = _____ | | | | |
| | | | | | | |
| H. | TOTAL POINTS—NEED (20 Maximum Possible) | | | | | |

PART 6A — PROJECT DESIGN—(PLAN OF OPERATION TABLE)

| | | INADEQUATE (Information not provided) | WEAK (Lacks sufficient information) | MARGINAL (Requires additional clarification) | GOOD (Clear & complete) | EXCELLENT (Well conceived & thoroughly developed) |
|----|--|---|---|--|-----------------------------------|---|
| | Maximum Possible Points—Part A--15 | 0-3 | 4-6 | 7-9 | 10-12 | 13-15 |
| A. | Project objectives were developed that focus on each of three areas: (1) measurable student learning outcomes in one or more core academic areas; (2) social benefits and positive behavioral changes; and (3) family and community involvement. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| B. | An objective concerning attendance and student participation is included. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| C. | Each project objective indicates: (1) who will be served, (2) the behavior or target performance expected, (3) the conditions under which the behavior will be performed, and (4) the degree or criterion of success. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| D. | Annual expectations for progress toward each objective that will be used to monitor progress is provided. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| E. | Activities that sequentially describe how the objectives will be achieved were listed. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| F. | The time frames for activities were provided and were realistic. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| G. | Personnel responsible for various activities was provided. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| H. | The primary resources needed to conduct activities were listed. | 0 1 2 3 | 3 4 | 7 8 9 | 10 11 12 | 13 14 15 |
| I. | Each objective stated has a corresponding measurement device. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| J. | The project design includes a comprehensive scope of services to meet the needs of the whole child. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| K. | The project design includes services above and beyond those that a school district typically offers. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| L. | Sub-Total Part A (15 Points Maximum Possible) | | | | | |
| | Sub-Total Part A Calculation | Sub-Total Part A _____ ÷ 11 = _____ | | | | |

PART 6B — PROJECT DESIGN—(PLAN OF OPERATION NARRATIVE)

| | | INADEQUATE (Information not provided) | WEAK (Lacks sufficient information) | MARGINAL (Requires additional clarification) | GOOD (Clear & complete) | EXCELLENT (Well conceived & thoroughly developed) |
|----|---|---|---|--|-----------------------------------|---|
| | Maximum Possible Points—Part B--15 | 0-3 | 4-6 | 7-9 | 10-12 | 13-15 |
| A. | Evidence is provided that the service provider(s) at the site(s) where care is to be provided is(are), meeting Operational Requirements. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| B. | A schedule of operation for each proposed site was provided, which includes total number of children and youth to be served, organization responsible for site operation, collaborating partners that will be providing services, months of the year and days of the week program will be offered, and daily hours of operation. Cost per student break down chart. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| C. | Based on the services proposed, programs will provide services a minimum of 3 hours/day at least 4 days/week after school, and at least 4 hours/day on non-school days, including summer break. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| D. | Based on the services proposed, programs will provide appropriate snacks/meals. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| E. | Description of how the activities will meet the principles of effectiveness was provided. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| F. | Description of the plan for disseminating information about the center was provided. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| G. | The transportation plan was described and adequately meets the needs noted. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| H. | Scientifically-based research providing evidence that project strategies are likely to attain the intended outcomes was cited. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| I. | Sub-Total Part B (15 Points Maximum Possible) | | | | | |
| | Sub-Total Part B Calculation | Sub-Total Part B _____ ÷ 8 = _____ | | | | |

PART 6C — PROJECT DESIGN—(MANAGEMENT PLAN)

| | | INADEQUATE (Information not provided) | WEAK (Lacks sufficient information) | MARGINAL (Requires additional clarification) | GOOD (Clear & complete) | EXCELLENT (Well conceived & thoroughly developed) |
|----|---|---|---|--|-----------------------------------|---|
| | Maximum Possible Points—Part C--20 | 0-4 | 5-8 | 9-12 | 13-16 | 17-20 |
| A. | STAFFING: Project team and other consultants, was listed, including each team member's role/title, qualifications, project responsibilities, and FTE to be devoted to the project. Student-to-staff ratios were provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| B. | Percentage of FTE of director/coordinator to oversee grant and site operations is adequate given proposed activities. <i>NOTE: It is strongly recommended that each program have a full-time director/coordinator.</i> | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| C. | Description of how qualified senior citizens or other volunteers will be used to carry out project duties was provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| D. | Plans for initial and ongoing training of certified staff/paraprofessional and volunteers was provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| E. | COLLABORATION & PARTNERSHIPS: Description of how 21 st CCLC funds will be used with other federal, state and local programs to achieve project outcomes was provided. Contributions are substantiated through letters of commitment. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| F. | Evidence of prior experience or promise of success for each partner was provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| G. | Description of how program was developed and will be carried out in active collaboration with the schools the students attend was provided. Description of the system that will be developed to ensure that pertinent student data are shared between the school district and agencies providing services was provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| H. | Description of how applicant will collaborate with other agencies to provide services was provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| I. | Description of how input was/will be sought out from those affected by the project both during application development (planning) and implementation phases was provided, including roles, constituency of any advisory group. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| J. | SUSTAINABILITY: A preliminary plan for how the community learning center will continue after grant funding ends (sustainability) was described, including current and/or planned partnerships. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| K. | Description of investments by collaborative partners after grant funding ends was provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| L. | EQUITABLE ACCESS: The plan for equitable access and participation for students, teachers, and other program beneficiaries with special needs was described and considered barriers such as gender, race, national origin, color, disability or age. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| M. | A plan for outreach and to eliminate barriers that could impede equitable access to participation in activities due to limited English proficiency was provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| N. | A plan for outreach and to eliminate barriers that could impede equitable access to participation in activities due to students' need for specialized support was provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| O. | Description of steps that will be taken to ensure equitable access to programs and services for non-public school youth who meet the eligibility requirements of the 21 st CCLC was provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| P. | The plan to provide literacy and related educational development to families of children and youth served by the program was provided, or documentation of the lack of need or the fact that the need is currently met by other agencies is provided. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |

PART 6C — PROJECT DESIGN—(MANAGEMENT PLAN) Continued

| | | INADEQUATE (Information not provided) | WEAK (Lacks sufficient information) | MARGINAL (Requires additional clarification) | GOOD (Clear & complete) | EXCELLENT (Well conceived & thoroughly developed) |
|----|--|---|---|--|-----------------------------------|---|
| | Maximum Possible Points—Part C--20 | 0-4 | 5-8 | 9-12 | 13-16 | 17-20 |
| Q. | SITE LOCATION: Documentation was provided that the project location(s) is/are either a school building or an equally safe and accessible location. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| R. | Description of the location and space in which the proposed activities will take place was provided, including a letter of commitment from the school principal or CBO director that the program will have access to needed space and resources. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| S. | The applicant proposes services at a school site(s), or if applicant proposes to provide services at a non-school site(s), evidence was provided that: 1) the program will be as available and accessible as it would be at the school site, and 2) the school district and collaborating partners are in agreement on the alternate learning center site(s). | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| T. | The applicant proposes services at a school site(s), or if applicant proposes to provide services at a non-school site(s), a plan was provided for communication between the alternate site(s) and the schools the students attend, including how the applicant will: 1) assure the alignment of an academic component with the state/local standards and curriculum, 2) access necessary student academic records, 3) assure that the participants were in attendance during the regular school day, 4) share information on students' progress between school-day and 21 st CCLC program staff and families, and 5) provide evidence that transportation costs of a school versus non-school-based program were considered when deciding on the program location. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| U. | FISCAL MANAGEMENT: The organization that will act as the fiscal agent for the grant was identified. If not a public school district or educational service unit, evidence was provided that the proposed fiscal agent has previous experience administering local, state or federal grants of similar dollar value, proven fiduciary responsibility as demonstrated through annual audits, and linkage with the school district(s) and the school site(s) to be served. | 0 1 2 3 4 | 5 6 7 8 | 9 10 11 12 | 13 14 15 16 | 17 18 19 20 |
| V. | Sub-Total Part C (20 Points Maximum Possible) | | | | | |
| W. | Sub-Total Part C Calculation | Sub-Total Part C _____ ÷ 21 = _____ | | | | |
| | Total Project Design Part A (15 Pts. Maximum Possible) | | | | | |
| | Total Project Design Part B (15 Pts. Maximum Possible) | | | | | |
| | Total Project Design Part C (20 Pts. Maximum Possible) | | | | | |
| | TOTAL POINTS—PROJECT DESIGN (50 Maximum Possible) | | | | | |

PART 7 — EVALUATION

| | | INADEQUATE (Information not provided) | WEAK (Lacks sufficient information) | MARGINAL (Requires additional clarification) | GOOD (Clear & complete) | EXCELLENT (Well conceived & thoroughly developed) |
|-----|---|---|---|--|-----------------------------------|---|
| | Maximum Possible Points--15 | 0-3 | 4-6 | 7-9 | 10-12 | 13-15 |
| A.. | A plan to get input from parents, staff, teachers, community members, and students was provided. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| B. | Yearly expectations for progress toward each objective are provided. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| C. | A description of the plan to ensure school district and collaborating partners will share data required by the evaluation component was provided. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| D. | Plans for annual and summative dissemination of project progress/results to stakeholders and others was described. | 0 1 2 3 | 4 5 6 | 7 8 9 | 10 11 12 | 13 14 15 |
| E. | Sub-Total (15 Points Maximum Possible) | | | | | |
| F. | Sub-Total Calculation | Sub-Total _____ ÷ 4 = _____ | | | | |
| | | | | | | |
| | TOTAL POINTS—EVALUATION (15 Maximum Possible) | | | | | |

PART 8A — RESOURCES/BUDGET—(ADEQUACY OF RESOURCES)

| | | INADEQUATE (Information not provided) | WEAK (Lacks sufficient information) | MARGINAL (Requires additional clarification) | GOOD (Clear & complete) | EXCELLENT (Well conceived & thoroughly developed) |
|----|---|---|---|--|-----------------------------------|---|
| | Maximum Possible Points--5 | 0-1 | 2 | 3 | 4 | 5 |
| A. | Narrative discussed the resources and personnel allocated for the activities listed in the Plan of Operation Table. | 0 1 | 2 | 3 | 4 | 5 |
| B. | Description of how existing school and other resources will be used to carry out project activities was provided. | 0 1 | 2 | 3 | 4 | 5 |
| C. | Description of the adequacy of the budget to meet needs in the following areas was provided: staffing, staff development, program implementation, supplies, transportation, management, and evaluation. | 0 1 | 2 | 3 | 4 | 5 |
| D. | Per pupil cost was discussed and justification provided for any request over the recommended guidelines (\$5.00/day for after-school, \$7.50/day for both before- and after-school or non-school days). | 0 1 | 2 | 3 | 4 | 5 |
| E. | A fee or non-fee for services was addressed. | 0 1 | 2 | 3 | 4 | 5 |
| F. | Evidence was provided of sufficient in-kind/matching funds in years 4 and 5 to continue the original level of service to original number of students proposed to be served. | 0 1 | 2 | 3 | 4 | 5 |
| G. | Sub-total Part A (5 Points Maximum Possible) | | | | | |
| | Sub-Total Part A Calculation | Sub-Total Part A _____ ÷ 6 = _____ | | | | |

PART 8B — RESOURCES/BUDGET—(BUDGET)

| | | INADEQUATE (Information not provided) | WEAK (Lacks sufficient information) | MARGINAL (Requires additional clarification) | GOOD (Clear & complete) | EXCELLENT (Well conceived & thoroughly developed) |
|----|---|---|---|--|-----------------------------------|---|
| | Maximum Possible Points—Part B--10 | 0-2 | 3-4 | 5-6 | 7-8 | 9-10 |
| A. | Budget is complete, detailed, and free of errors. | 0 1 2 | 3 4 | 5 6 | 7 8 | 9 10 |
| B. | Justification for grant fund expenditures provided detail and itemization. | 0 1 2 | 3 4 | 5 6 | 7 8 | 9 10 |
| C. | Justification for in-kind/matching fund expenditures provided detail and itemization. | 0 1 2 | 3 4 | 5 6 | 7 8 | 9 10 |
| D. | Overall cost per student is reasonable. | 0 1 2 | 3 4 | 5 6 | 7 8 | 9 10 |
| E. | Mandatory budget items (student transportation, accommodations for special needs students, and staff development) are included in either the grant funds requested or in-kind/matching section. | 0 1 2 | 3 4 | 5 6 | 7 8 | 9 10 |
| F. | Restricted cost items, if budgeted, were within allowable limits or a waiver was requested in Part 8A—Adequacy of Resources. | 0 1 2 | 3 4 | 5 6 | 7 8 | 9 10 |
| G. | No non-allowable costs were included in the budget. | 0 1 2 | 3 4 | 5 6 | 7 8 | 9 10 |
| H. | Sub-Total Part B (10 Points Maximum Possible) | | | | | |
| | Sub-total Part B Calculation | Sub-Total Part B _____ ÷ 7 = _____ | | | | |
| | Total Budget Part A (5 Points Maximum Possible) | | | | | |
| | Total Budget Part B (10 Points Maximum Possible) | | | | | |
| | TOTAL POINTS—BUDGET (15 Maximum Possible) | | | | | |

PART 9 — CURRENT STATE 21ST CCLC GRANTEES ONLY (No Points Awarded)

- ☐ Not Applicable
☐ Applicable

| Information Requested | Information Provided |
|---|--|
| Identification of project goals, including student attendance. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Evidence of goal achievement since grant inception based on the most recent state 21 st CCLC annual yearly progress report data available. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Extent to which project goals/objectives, including student attendance, were met year-to-date in the 2004-2005 school year. | <input type="checkbox"/> Yes <input type="checkbox"/> No |